

## Latin

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### Section 1 - Assessing and grading student achievement

Assessment at NSW School of Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Student progress in learning a language is assessed according to the Latin K-10 Syllabus Objectives: Reading and Responding, Analysing and Translating. Assessment of the outcomes will provide a profile of each student. Students will receive a report twice a year: one at the end of Term 2 and one at the end of Term 4.

**A single grade**, which best reflects the overall achievement of the student will be awarded. This grade is based on the total percentage mark attained in the course and the Common Grade Scale outlined on page 4.

**The Semester 1 report:** a single grade will be awarded as a result of:

- Coursework (15%)
- Assessment 1 (20%)

**The Semester 2 report:** a single grade will be awarded as a result of:

- Coursework (15%)
- Assessment 2 (20%) and the Yearly Examination (30%)

This assessment schedule illustrates the components of the report for **Year 9 Latin course**:

## Year 9 Assessment Schedule

Component	Task 1		Task 2		Task 3 Yearly Examination		Total %
	3 - 7 June 2024		26 - 30 August 2024		28 October - 1 November 2024		
	Marks	Weightings	Marks	Weightings	Marks	Weightings	
<b>Analysing texts</b>	10	10	10	10	10	10	<b>30</b>
<b>Translating texts</b>	5	5	10	10	15	15	<b>30</b>
<b>Intercultural understanding</b>	5	5			5	5	<b>10</b>
<b>Coursework Semester 1</b>	<ul style="list-style-type: none"> <li>• quality and the quantity of course work completed and submitted</li> <li>• engagement and completion of online course activities and discussion forums</li> <li>• preparation for and participation in online speaking lessons</li> </ul>						<b>15</b>
<b>Coursework Semester 2</b>							<b>15</b>
<b>Total %</b>							<b>100</b>

Assessment tasks 1, 2 and the Yearly examination are paper-based and require supervision at the home school.

This assessment schedule illustrates the components of the report for **Year 10 Latin course**:

## Year 10 Assessment Schedule

Component	Task 1		Task 2		Task 3		Task 4 Yearly Examination		Total %
	25 - 28 March 2024		27 - 31 May 2024		19 - 23 August 2024		28 October - 1 November 2024		
	Marks	Weightings	Marks	Weightings	Marks	Weightings	Marks	Weightings	
Grammar analysis	10	5	12	6	10	5	10	10	<b>26</b>
Reading and Responding (Prescribed Texts)	5	2.5	4	2	4	2	20	20	<b>26.5</b>
Translation of unseen passages							10	10	<b>10</b>
Moving between cultures	5	2.5	4	2	6	3			<b>7.5</b>
Coursework Semester 1	<ul style="list-style-type: none"> <li>• quality and the quantity of course work completed and submitted</li> <li>• engagement and completion of online course activities and discussion forums</li> <li>• preparation for and participation in online speaking lessons</li> </ul>								<b>15</b>
Coursework Semester 2									<b>15</b>
<b>Total %</b>									<b>100</b>

Assessment tasks 1, 2 and 3 and the Yearly examination are paper-based and require supervision at the home school.

## Components of the Yearly Examination

Exam component	Weighting
Reading and Responding	20
Analysing	10
Translation of Unseen Passages	10
<b>Total</b>	<b>40</b>

## Section 2 - Grading student achievement

### Common Grade Scale

<b>A</b>	<b>Outstanding</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	<b>High</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	<b>Sound</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	<b>Basic</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	<b>Limited</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## Section 3 - Syllabus outcomes assessed

The tables that follow set out all of the Outcomes which the NSW Education Standards Authority, Teaching and Educational Standards (NESA) require to be assessed (refer to [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)).

### Year 9 outcomes

#### Analysing texts CL5-UND-01

analyses and responds to information to demonstrate understanding of a range of moderately complex texts

#### Translating texts CL5-UND-02

translates a range of moderately complex texts into English

#### Intercultural understanding CL5-ICU-01

analyses the relationship between contemporary and target languages, culture(s) and identity

### Year 10 outcomes

<b>Using Language</b>		<b>A student:</b>
Reading and Responding	<b>Outcome 5.UL.1</b>	reads extended passages of Latin, recognising language structures and overall meaning
Analysing	<b>Outcome 5.UL.2</b>	analyses familiar grammatical structures of complex sentences in extended passages of Latin
Translating	<b>Outcome 5.UL.3</b>	translates passages of Latin into fluent and idiomatic English
<b>Making Linguistic Connections</b>	<b>Outcome 5.MLC.1</b>	demonstrates understanding of the nature of languages as systems by describing linguistic features
	<b>Outcome 5.MLC.2</b>	demonstrates the way in which meaning is conveyed by exploring features and structures in Latin
<b>Moving Between Cultures</b>	<b>Outcome 5.MBC.1</b>	explores the relationship of language and culture, as manifested in a range of texts and contexts
	<b>Outcome 5.MBC.2</b>	identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world

Stage 5 Extension outcomes are for students who are able to achieve beyond Stage 5 outcomes. In some cases, students at NSW School of Languages, because of their proficiency in the target language, are on enhancement programs and may be asked in an assessment task to demonstrate some of the Extension outcomes below.

<p><b>Using Language</b></p> <p>Reading and Responding</p> <p>Translating</p>	<p><b>Outcome 5.UL.4</b></p> <p><b>Outcome 5.UL.5</b></p>	<p><b>A student:</b></p> <p>reads, analyses and evaluates extracts of original Latin</p> <p>demonstrates advanced skills in translating</p>
<p><b>Making Linguistic Connections</b></p>	<p><b>Outcome 5.MLC.3</b></p> <p><b>Outcome 5.MLC.4</b></p>	<p>engages in discussion about linguistic issues</p> <p>analyses ways in which the structures and features of written Latin can be manipulated by authors for particular effect</p>
<p><b>Moving Between Cultures</b></p>	<p><b>Outcome 5.MBC.3</b></p> <p><b>Outcome 5.MBC.4</b></p>	<p>evaluates and demonstrates the importance of moving between cultures</p> <p>evaluates expressions and representations of cultural, social and historical features of the ancient Roman world in a range of texts.</p>

## Section 4 Criteria used to assess performance in the Yearly Examination

### Reading and Responding – Prepared Translation

In their answers students will be assessed on how well they:

- recognise complex language structures and overall meaning
- explore diversity of style, e.g. direct speech, indirect speech and poetic forms.

### Analysing

In their answers students will be assessed on how well they:

- identify and explain grammatical structures used in complex sentences;
- identify the manipulation of particular structures and choice of vocabulary used to achieve specific purposes.

## Unseen Translation

In their answers students will be assessed on how well they:

- analyse complex structures in extended passages of Latin before translating
- translate extended passages into fluent and idiomatic English
- select appropriate English vocabulary to reflect the tone and style of the passage
- deduce the meaning of unfamiliar vocabulary by manipulating knowledge of familiar vocabulary
- access appropriate additional information to expand and enhance communication e.g. dictionaries.

## Notification of the Yearly Examination

A notice for each language will be posted three weeks prior to the assessment on the NSW School of Languages website under [Assessment and reporting > Assessment Notices](#) information on:

- format of the examination
- prerequisite knowledge on which these tasks are based
- task descriptions
- criteria to be used in assessing the tasks.

## Feedback on students' performance in examinations and projects

When assessments have been marked students will be given:

- detailed Marking Guidelines
- sample answers
- comments on what the students has done well and suggestions for further improvement.

## Please note:

All assessments including the Yearly Examination are conducted in home schools.